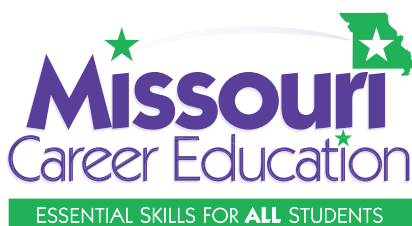

Common Standards *for* **Career Education Programs**



Office of College and Career Readiness
Department of Elementary
and Secondary Education

The Office of College and Career Readiness has developed the *Common Standards for Career Education Programs*. The six common standards are:

- Program Management and Planning,
- Curriculum,
- Instruction,
- Professional Development,
- Career and Technical Student Organizations, and
- Instructional Facilities and Equipment.

These standards, along with the supporting quality indicators, were designed to provide guidance and direction to local school districts in establishing, maintaining, and evaluating career education programs.

During the development of the Common Standards, input was provided by teachers and administrators. This input was critical to ensure that the Common Standards were reflective of what represents exemplary career education programs across the state.

For more information about the *Common Standards for Career Education Programs*, contact the Department of Elementary and Secondary Education, Office of College and Career Readiness, at (573) 751-3500.



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Program Management and Planning

A system of data collection and evaluation provides the information necessary for program development and continuous improvement resulting in high student achievement.

Quality Indicators

- The program has a written statement of educational mission, goals, and objectives which is developed with input from parents, students, administration, community, and business/industry.
- There is a well-defined program plan and outline that reflects the teaching of academic, employability, occupationally-related, and leadership skills.
- There is a written plan to annually evaluate the effectiveness of the program.
- An annual program budget is collaboratively developed by the teacher(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.
- A program advisory committee provides community input and support for the program.
- The teacher promotes the program to the community by providing information about program goals and activities.
- The teacher collaborates with students, parents, administrators, and guidance counselors to assist in making informed career choices that support the student's personal plan of study.

Curriculum

The career education program has a written curriculum for each sequential course with a balance among classroom/laboratory instruction, leadership, and personal development.

Quality Indicators

- The written curriculum guide includes the required components.
- A written grading system/policy for measurement of student achievement is in place.
- The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.
- Written articulation agreements and dual credit arrangements are developed, implemented, and updated with postsecondary institutions.
- Embedded credit opportunities are available.
- The curriculum reflects a balance of Career and Technical Student Organization (CTSO) activities and classroom/laboratory instruction to achieve curricular goals.

Instruction

Classroom instruction is congruent with the written curriculum.

Quality Indicators

- Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.
- A variety of instructional methods are used to accommodate all learning styles.
- Effective classroom management techniques facilitate instruction.
- Program/course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.
- An instructional management system exists for reporting student progress and classroom mastery of curriculum competencies.
- The teacher utilizes instructional strategies identified in the students' Individual Education Plan to facilitate student achievement.
- School and community resources are used to effectively achieve curricular and program goals.
- Appropriate equipment and instructional materials are utilized to support the curriculum and instructional process.
- Students can acquire industry-recognized credentials, if applicable, that demonstrates skills to meet industry accepted standards.
- The instructor and the guidance staff work cooperatively to provide assistance in the transition to the workplace and/or continued education.
- Work-based learning is integral to the curriculum and program objectives (see addendum for appropriate program requirements).
- Cooperative education is guided by Department policies for credit and supervised employment for approved high school cooperative education programs (Policy Letter #4).

Professional Development

The certificated teacher participates in ongoing, high-quality professional development activities.

Quality Indicators

- The teacher is appropriately certificated.
- The teacher prepares and follows an annual professional development plan that aligns with his/her individual performance-based teacher evaluation.
- The teacher participates in technical and professional activities in the content area and in instructional management.
- The teacher maintains membership, participates, and provides leadership in professional organizations.



Career and Technical Student Organizations (CTSOs)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

Quality Indicators

- A program of work aligning the CTSO with curriculum goals and objectives is developed annually by students and teachers.
- Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.
- The CTSO program of work includes leadership skills, career competency, community service, and school service.
- All students participate in CTSO activities.
- The local CTSO chapter is recognized for meeting state and/or national organization standards.

Instructional Facilities and Equipment

Facilities and equipment are safe, clean, and appropriate.

Quality Indicators

- Classroom and lab areas meet existing federal, state, and local health and safety codes/standards, including ADA standards.
- Classroom and lab areas are appropriate for the program and conducive to student learning.
- Equipment is in good repair and proper working order.
- Equipment is representative of that used in industry and aligns with the curriculum.
- An inventory of equipment is on file and updated annually.
- A district plan is in place for equipment replacement and/or immediate repair.